

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

Community engagement in learning	Building communities	Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Embedding

Enter your reflective comments	<p>At Burwood East Primary School in 2018 have continued to have growth across the school with over 50 students entering the school since Census day, taking student numbers to 430. Whilst this constant growth has raised some challenges we have continued to achieve excellent data results in (Staff Opinion Survey, Parent Survey, Student Attitudes to School Survey and Year 3 NAPLAN) whilst focussing on our core improvement priorities in 2018 Building Practice Excellence and Building Leadership Teams.</p> <p>This year 9 new staff members began, which required our school leaders to support new staff through instructional leadership and further embed our Whole School approaches to build a rich, challenging and stimulating learning environment.</p> <p>Our Staff Opinion Survey Results were excellent. The overall mean score of 90.53 was significantly above the state average of 78.90. Leadership in the school has been supported by the appointment of an Assistant Principal but more significantly the distributed leadership through PLC and Curriculum Action Teams with a clear focus on student learning outcomes. We will look to further strengthen the capabilities of our PLCs through participation in the DET PLC Initiative in</p>
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	<p>2019. Other key results were: School leadership rose from 83% to 89%. Professional Learning rose from 87% to 89%. Teaching and Learning rose from 89% to 91%</p> <p>As a school we have focussed on developing PLC to focus on the development of curriculum and assessment approaches across the school. Whilst our NAPLAN results for our Year 3s have met the targets outlined in the 2018 AIP we have not met the targets in Year 5 signifying that the growth of students in Years 3 to 5 is a key focus for our school. Some of the initiatives we have implemented in 2018 have aimed to improve those results such as a review of our reading and mathematics programs and the employment of a Numeracy Learning specialist and a Literacy coach for 2019 within the school.</p>
<p>Considerations for 2019</p>	<ul style="list-style-type: none"> - Continue to develop rubrics for each text type based on VicCurriculum. Based on parent survey data, the school will be moving towards placing all moderated writing onto Compass as a Learning Task to provide more clarity to parents around student writing and assessment. Staff will be provided with further PD and support in using Learning Tasks in 2019. - Further develop whole school approach for spelling. This will be a goal for our 2019 AIP. Support will be provided by releasing a Literacy leader to continue to work with staff to develop this program. - NAPLAN Data shows that the writing program support the growth of our lower students but is not challenging and extending our top students to continue to make growth between year 3 and 5. Through staff discussion we have analysed recent data sets and the writing program needs to allow for more creativity and flexibility for students. - Employment of a Numeracy Learning Specialist in 2019 Completed. The goal for this staff member will be to further develop teacher planning, capacity to use pre and post testing through Essential Assessment and to develop rich learning tasks for students. The other goal will be to develop a whole school scope and sequence which supports the understanding of VicCurriculum. - The CAFE program will require further investment in reading resources for students and continuing to support staff in their ability to differentiate learning and challenge students in reading. - School to participate in PLC DET initiative for 2019. - More rigorous process to selecting curriculum action teams for 2019. - Investigate the implementation a data wall to support PLCs - Continue to support staff development through Bastow and other PL initiatives. - Hiring of a Literacy intervention/coach to support whole school approaches to Literacy.
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To maximise the learning growth of every student across the curriculum with a strong F-6 focus on Literacy & Numeracy.
Target 1.1	<p>85% of students P-6 will achieve at or above VicCurriculum standards across all areas of the curriculum. 30% achieving an A in reading, writing and number.</p> <p>At least 80% of Year 3 students to be in NAP Bands 4 – 6 for Reading by 2019. At least 80% of Year 3 students to be in NAP Bands 4 – 6 for Writing by 2019.</p> <p>At least 80% of Year 3 students to be in NAP Bands 4 – 6 for Speaking and Listening by 2019 At least 80% of Year 3 students to be in NAP Bands 4 – 6 for Numeracy by 2019.</p> <p>At least 80% of Year 3 students to be in NAP Bands 4 – 6 for Measurement, Chance and Data by 2019.</p> <p>At least 80% of Year 5 students to be in NAP Bands 6 - 8 for Reading by 2019. At least 80% of Year 5 students to be in NAP Bands 6 - 8 for Writing by 2019.</p> <p>At least 80% of Year 5 students to be in NAP Bands 6 - 8 for Speaking and Listening by 2019. At least 80% of Year 5 students to be in NAP Bands 6 – 8 for Numeracy by 2019.</p> <p>At least 80% of Year 5 students to be in NAP Bands 6 – 8 for Measurement, Chance and Data by 2019.</p>
Key Improvement Strategy 1.a Building practice excellence	Burwood East PS will build teacher capacity to further implement a whole school approach to literacy, particularly Reading / Writing and Spelling.
Key Improvement Strategy 1.b	To build teacher capacity to identify and teach to each student's individual point of learning need.

Building practice excellence	
Goal 2	To promote consistently high levels of student engagement and develop creative, curious and globally linked learners
Target 2.1	<p>By then end of 2019:</p> <p>Improved student learning outcomes as per achievement targets that reflect the investment in professional learning and teacher capacity building.</p> <p>Professional learning budget maintained to support current program structures.</p> <p>Budget allocation provided to support collegiate practice.</p> <p>High performing teams developed through providing time to support teachers to plan, learn and assess together and through participation in DET PLC initiative</p>
Key Improvement Strategy 2.a Building leadership teams	To develop teacher knowledge and capacity to work as effective teams utilising a PLC process with a focus on tracking and monitoring students

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To maximise the learning growth of every student across the curriculum with a strong F-6 focus on Literacy & Numeracy.</p>	<p>Yes</p>	<p>85% of students P-6 will achieve at or above VicCurriculum standards across all areas of the curriculum. 30% achieving an A in reading, writing and number.</p> <p>At least 80% of Year 3 students to be in NAP Bands 4 – 6 for Reading by 2019. At least 80% of Year 3 students to be in NAP Bands 4 – 6 for Writing by 2019.</p> <p>At least 80% of Year 3 students to be in NAP Bands 4 – 6 for Speaking and Listening by 2019 At least 80% of Year 3 students to be in NAP Bands 4 – 6 for Numeracy by 2019.</p> <p>At least 80% of Year 3 students to be in NAP Bands 4 – 6 for Measurement, Chance and Data by 2019.</p> <p>At least 80% of Year 5 students to be in NAP Bands 6 - 8 for Reading by 2019. At least 80% of Year 5 students to be in NAP Bands 6 - 8 for Writing by 2019.</p> <p>At least 80% of Year 5 students to be in NAP Bands 6 - 8 for Speaking and Listening by 2019. At least 80% of Year 5 students to be in NAP Bands 6 – 8 for Numeracy by 2019.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN 80% of students will achieve in top two bands in Writing in Year 3.</p> <p>20% of students will achieve in top two bands in Writing in Year 5.</p> <p>86% of students will achieve in the top two bands in reading in Year 3.</p> <p>60% of students will achieve in top two bands in reading in Year 5.</p> <p>80% of students will achieve in top two bands in mathematics in Year 3.</p> <p>70% of students will achieve in top two bands in mathematics in Year 5.</p>

		At least 80% of Year 5 students to be in NAP Bands 6 – 8 for Measurement, Chance and Data by 2019.																																					
To promote consistently high levels of student engagement and develop creative, curious and globally linked learners	Yes	<p>By then end of 2019:</p> <p>Improved student learning outcomes as per achievement targets that reflect the investment in professional learning and teacher capacity building.</p> <p>Professional learning budget maintained to support current program structures.</p> <p>Budget allocation provided to support collegiate practice.</p> <p>High performing teams developed through providing time to support teachers to plan, learn and assess together and through participation in DET PLC initiative</p>	<p>Maintain current performance in School Staff Survey despite significant growth in staff numbers throughout this strategic plan:</p> <table border="1"> <thead> <tr> <th>School Staff Survey</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>School climate</td> <td>88.5%</td> <td></td> <td></td> <td>91.76% R</td> <td></td> </tr> <tr> <td>School leadership</td> <td></td> <td>87.71%</td> <td></td> <td>89.55% R</td> <td></td> </tr> <tr> <td>School safety and wellbeing</td> <td></td> <td></td> <td>80.59%</td> <td>NA</td> <td>R</td> </tr> <tr> <td>Professional learning</td> <td>89%</td> <td>R</td> <td>89.54%</td> <td></td> <td></td> </tr> <tr> <td>Teaching and learning</td> <td>92%</td> <td>R</td> <td>83.84%</td> <td></td> <td></td> </tr> </tbody> </table> <p>Parent opinion survey School Climate – Working in 4th quartile Student behaviour - Working in 4th quartile Student engagement – Working in 4th quartile</p>	School Staff Survey	2015	2016	2017	2018	2019	School climate	88.5%			91.76% R		School leadership		87.71%		89.55% R		School safety and wellbeing			80.59%	NA	R	Professional learning	89%	R	89.54%			Teaching and learning	92%	R	83.84%		
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Goal 1	To maximise the learning growth of every student across the curriculum with a strong F-6 focus on Literacy & Numeracy.	
12 Month Target 1.1	<p>NAPLAN</p> <p>80% of students will achieve in top two bands in Writing in Year 3.</p> <p>20% of students will achieve in top two bands in Writing in Year 5.</p> <p>86% of students will achieve in the top two bands in reading in Year 3.</p> <p>60% of students will achieve in top two bands in reading in Year 5.</p> <p>80% of students will achieve in top two bands in mathematics in Year 3.</p> <p>70% of students will achieve in top two bands in mathematics in Year 5.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Burwood East PS will build teacher capacity to further implement a whole school approach to literacy, particularly Reading / Writing and Spelling.	Yes
KIS 2 Building practice excellence	To build teacher capacity to identify and teach to each student's individual point of learning need.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Based on NAPLAN and Panorama Report Data our growth in Literacy across the school is an area for focus. As a result, we will be reviewing and updating our approach to Reading across the school with a focus on ensuring each student has a goal for reading. In Writing, we will be looking to incorporate the 6+1 traits of writing alongside the text-types approach to provide more voice and ideas in student writing.	
Goal 2	To promote consistently high levels of student engagement and develop creative, curious and globally linked learners	

12 Month Target 2.1	<p>Maintain current performance in School Staff Survey despite significant growth in staff numbers throughout this strategic plan:</p> <p>School Staff Survey 2015 2016 2017 2018 update 2019</p> <p>School climate 88.5% 91.76% R</p> <p>School leadership 87.71% 89.55% R</p> <p>School safety and wellbeing 80.59% NA R</p> <p>Professional learning 89.54% 89% R</p> <p>Teaching and learning 83.84% 92% R</p> <p>Parent opinion survey School Climate – Working in 4th quartile Student behaviour - Working in 4th quartile Student engagement – Working in 4th quartile</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Building leadership teams	To develop teacher knowledge and capacity to work as effective teams utilising a PLC process with a focus on tracking and monitoring students Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	With the significant growth of student numbers in the school from 160 to over 500, the middle leadership of the school is essential to drive whole school improvement. The school has been accepted into the DET PLC initiative for 2019 which will support the growth of middle leaders to develop their skills in effectively leading PLCs with a focus in further developing student voice and agency.

Define Actions, Outcomes and Activities

Goal 1	To maximise the learning growth of every student across the curriculum with a strong F-6 focus on Literacy & Numeracy.
12 Month Target 1.1	<p>NAPLAN</p> <p>80% of students will achieve in top two bands in Writing in Year 3.</p> <p>20% of students will achieve in top two bands in Writing in Year 5.</p> <p>86% of students will achieve in the top two bands in reading in Year 3.</p> <p>60% of students will achieve in top two bands in reading in Year 5.</p> <p>80% of students will achieve in top two bands in mathematics in Year 3.</p> <p>70% of students will achieve in top two bands in mathematics in Year 5.</p>
KIS 1 Building practice excellence	Burwood East PS will build teacher capacity to further implement a whole school approach to literacy, particularly Reading / Writing and Spelling.
Actions	<p>Principal Class / Leadership :</p> <p>Lead the implementation of HITS with a focus upon explicit teaching and feedback.</p> <p>Lead the revision of the whole school assessment schedule reflecting a consistent approach to assessment F-6, including development of rubrics for inquiry investigations.</p> <p>Leading Teacher/Literacy Coach:</p> <p>Model and drive the implementation of the instructional model in reading and writing in classrooms including feedback and explicit teaching.</p> <p>Coaching and support for teachers in literacy, modelling and peer observations</p> <p>Lead the implementation of the assessment schedule and review of school and cohort data.</p> <p>Learning Specialist:</p> <p>Develop staff capacity and model best practice in Mathematics through peer observation, reflection, mentoring and feedback</p> <p>Teachers :</p>

	<p>Refine the use of the whole school instructional model as agreed upon in each lesson incorporating explicit teaching and feedback. Increased consistency of teacher judgements through further improved moderation practices.</p>
<p>Outcomes</p>	<p>STUDENTS WILL;</p> <ul style="list-style-type: none"> - Students will be able to articulate individualised Learning Goals in Writing / Reading/ Numeracy. - Student Conferences will be key pedagogical practice for setting personalised learning goals for Writing / Reading/ Numeracy growth in all classrooms. - All students will know and be tracking their progress against these goals. <p>TEACHERS WILL;</p> <ul style="list-style-type: none"> - Teachers within each PLC will be able to demonstrate tracking of student growth, cohort comparison, goal setting, formative assessment and/or summative assessment in a cohesive, collective way. - All staff will have a PDP goal that links to this KIS within their PDP. - All classrooms will be consistent in the display and use of the Reading Café / Text Types approaches. - Evidence of strategies linking to the Café / Essential Assessments will be within all planners. - Evidence of Reading planning in weekly literacy planners and in teacher practice will be within all planners - Feedback of teacher improved capacity to effectively teach Reading completed through PLCs - Teachers will undertake at least three sessions of moderation activities during the semester <p>LEADERS WILL;</p> <ul style="list-style-type: none"> - Monitor evidence of Data made available when observing collaborative planning sessions for each Year Level. - Minutes will provide evidence of the English leader & PLC members maintaining an on-going focus on the KIS in PLC meetings - Leaders will work with staff to ensure the lessons will be student focused with clear goals and what is taught able to be articulated. <p>SEIL will:</p> <ul style="list-style-type: none"> - Work closely with the Principal and School SIT, meeting at least twice per term to assist the school in the review of the reading approaches across the school based on Transform result for reading.
<p>Success Indicators</p>	<p>Students will:</p> <ul style="list-style-type: none"> - be able to articulate their learning goals and how they can achieve success. - have greater opportunities to receive targeted feedback and conferencing. <p>Teachers will:</p> <ul style="list-style-type: none"> - display learning intentions and success indicators in a way that is consistent across the team and can be referred to throughout the lesson.

- link planning to teaching and learning
 - share responsibility for planning and high quality learning tasks
 - ensure consistency of practice which includes moderation of students work with peers
 - have time for share, reflection and feedback through PLCs
 - develop skills in challenging student and staff thinking through PLC initiative
 - participate in weekly collegiate visits focusing on the consistency of literacy practices across the school.
- School leaders will:
- have high expectations of staff
 - support staff to develop further skills in explicit teaching and feedback through professional learning and coaching.
 - have research based improvements made across the school

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Principal Class - Provide professional learning opportunities for staff - Redevelop assessment schedule - Coordinate leadership walkthroughs on - Literacy and Numeracy Strategies - Coordinate collegiate visits/learning walks focusing on Literacy across the school - Articulate to staff changes in data/practices to be observed - Ensure strategies included in individual PDP - Participate in PLC initiative - Participate in collegiate visit process	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leadership: - Model and drive the implementation of whole school approaches in classrooms including explicit teaching and questioning - Lead CAT and PLC to develop / embed school wide instructional model for writing/reading / numeracy based on High Impact Teaching strategies (HITS) for both - teachers and students. - Build capacity of English CAT Team Leader with school visits, learning walks -CAT meetings - Develop Curriculum action plans to be implemented.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Learning Specialists/Coaches:</p> <ul style="list-style-type: none"> - Develop staff capacity and model instructional practices through peer observation, reflection, mentoring and feedback - PL staff on school approaches to Literacy and Numeracy - Undertake regular classroom visits to assist staff with instructional models and explicit teaching/questioning strategies - Mentor individual staff - Participate in collegiate visits 				
<ul style="list-style-type: none"> - Ensure learning intentions and success indicators are visible for all lessons. - Ensure students have individual goals in a reading, writing and maths. - Participate in PLC initiative 	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> - Refine the use of the whole school instructional models as agreed upon in each lesson incorporating explicit teaching and feedback - Participate in collegiate visits based on HITS. - Embed instructional models for writing / reading/ numeracy . - Moderating and accurately assessing students writing. - Conferencing and documenting with students writing. - Reflect on student feedback to improve teacher effectiveness. - Reading Professional Learning for Teachers 	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	To build teacher capacity to identify and teach to each student's individual point of learning need.			
Actions	Principal Class / Leadership : Lead the SIT to review cohort data and reflect on assessment approaches. Lead the revision of the whole school assessment schedule reflecting a consistent approach to assessment F-6, including development of rubrics for inquiry investigations.			

	<p>Leading Teacher/Literacy Coach: Lead the reflection of student data to set individual goals for students. Identify students requiring extension and support and support teachers in developing individual learning plans. Lead the implementation of the assessment schedule and review of school and cohort data.</p> <p>Learning Specialist: Develop staff capacity to use Essential Assessment to impact on teaching and learning.</p> <p>Teachers : Further develop staff capacity to use data to inform teaching. Increased consistency of teacher judgements thorough further improved moderation practices.</p>
Outcomes	<p>STUDENTS WILL;</p> <ul style="list-style-type: none"> - Students will be able to articulate individualised Learning Goals in Writing / Reading/ Numeracy. - All students will know and be tracking their progress against these goals. <p>TEACHERS WILL;</p> <ul style="list-style-type: none"> - Teachers within each PLC will be able to demonstrate tracking of student growth, cohort comparison, goal setting, formative assessment and/or summative assessment in a cohesive, collective way. - All staff will have a PDP goal that links to this KIS within their PDP. - Evidence of student data being used to differentiate practice within all planners. - Evidence of focus groups of students/conferencing in teacher weekly planners. - Teachers will undertake at least three sessions of moderation activities during the semester <p>LEADERS WILL;</p> <ul style="list-style-type: none"> - Monitor evidence of Data through SPA and Compass. - PLC Minutes will provide evidence of student data being discussed and used to inform planning at a PLC level. <p>SEIL will:</p> <ul style="list-style-type: none"> - Work closely with the Principal and School SIT, meeting at least twice per term to assist the school in the review of the reading approaches across the school based on Transform result for reading.

Success Indicators	<p>Students will:</p> <ul style="list-style-type: none"> - be able to identify their growth in literacy and numeracy. - have greater opportunities to receive targeted feedback and conferencing. - be challenged and able to articulate how they are challenged in the classroom. <p>Teachers will:</p> <ul style="list-style-type: none"> - display learning intentions and success indicators in a way that is consistent across the team and can be referred to throughout the lesson. - link student data to teaching and learning - share responsibility for planning and high quality learning tasks at PLCs - ensure consistency of practice which includes moderation of students work with peers - have time for share, reflection and feedback through PLCs - develop skills in challenging student and staff thinking through PLC initiative <p>School leaders will:</p> <ul style="list-style-type: none"> - support staff to further develop their ability to interpret student data - have high expectations of staff - support staff to develop further skills in explicit teaching and feedback through professional learning and coaching. - have research based improvements made across the school
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Activities and Milestones	Who	Is this a PL Priority	When	Budget
Principal Class - Provide professional learning opportunities for staff - Redevelop assessment schedule - Coordinate leadership walkthroughs on Literacy and Numeracy Strategies - Support Leadership team in review of cohort and whole school data for literacy and numeracy. - Articulate to staff changes in data/practices to be observed - Ensure strategies included in individual PDP - Participate in PLC initiative - Participate in collegiate visit process	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Leadership: - Model and drive the review of data at PLCs - Use data to develop focus for CAT goals - Develop Curriculum action plans to be implemented. - Ensure assessment schedule is being implemented across their teams - Ensure team planning sessions in PLC utilises data to inform planning.</p> <p>Learning Specialists/Coaches: - Develop staff capacity through peer observation, reflection, mentoring and feedback - Mentor individual staff - Participate in collegiate visits</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- Ensure data targets are goals set out in PDP - Support students with developing learning goals in writing/reading and numeracy. - Include data in weekly planning. - Participate in PL looking at SPA and Compass analytics. - Reflect on student feedback to improve teacher effectiveness. - Reading Professional Learning for Teachers	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- Intervention teacher for students in literacy and numeracy - Development of ILP's - Review of ILP's - PL for staff to develop ILP's	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To promote consistently high levels of student engagement and develop creative, curious and globally linked learners			

<p>12 Month Target 2.1</p>	<p>Maintain current performance in School Staff Survey despite significant growth in staff numbers throughout this strategic plan:</p> <p>School Staff Survey 2015 2016 2017 2018 update 2019</p> <p>School climate 88.5% 91.76% R School leadership 87.71% 89.55% R School safety and wellbeing 80.59% NA R Professional learning 89.54% 89% R Teaching and learning 83.84% 92% R</p> <p>Parent opinion survey School Climate – Working in 4th quartile Student behaviour - Working in 4th quartile Student engagement – Working in 4th quartile</p>
<p>KIS 1 Building leadership teams</p>	<p>To develop teacher knowledge and capacity to work as effective teams utilising a PLC process with a focus on tracking and monitoring students</p>
<p>Actions</p>	<p>Principal Class / Leadership :</p> <ul style="list-style-type: none"> Model effective leadership through SIT meetings Provide PL for staff on use of student voice and agency Participate PLC initiative alongside PLC leaders Provide budgeting to support inquiry investigations Timetabling to allow Inquiry CAT leaders to participate in weekly planning/collegiate visits Provide Planning time for inquiry Ensure whole school model for inquiry is developed with staff. Supporting staff to create data walls focusing on student achievement <p>Leading Teacher/Literacy Coach:</p> <ul style="list-style-type: none"> Provide resources for staff to implement student voice and agency more effectively through literacy and numeracy curriculum. <p>Learning Specialist:</p> <ul style="list-style-type: none"> Support staff in developing open ended tasks in Mathematics to support student voice and agency. <p>Teachers :</p> <ul style="list-style-type: none"> Providing pre-investigations to students to support development of inquiry units.

Outcomes	<p>STUDENTS WILL;</p> <ul style="list-style-type: none"> - Students will have more voice in how to demonstrate their learning - Be able to articulate how and why they have made specific choices to support their learning - Co-construct LI/SC with teachers <p>TEACHERS WILL;</p> <ul style="list-style-type: none"> - Teachers within each PLC will be use student voice to identify learning areas for inquiry investigations. - Evidence of student voice being used within weekly planners. - Use feedback from students to develop curriculum. <p>LEADERS WILL;</p> <ul style="list-style-type: none"> - Review student data (attendance, attitudes to school data) - Provide PL opportunities for staff
Success Indicators	<p>Students will:</p> <ul style="list-style-type: none"> - demonstrated growth in attitudes to school data around student voice. - be challenged and able to articulate how they are challenged in the classroom. <p>Teachers will:</p> <ul style="list-style-type: none"> - display learning intentions and success indicators in a way that is consistent across the team and can be referred to throughout the lesson including those constructed with students. - use student voice to engage students in learning. - share responsibility for planning and high quality learning tasks at PLCs - have time for share, reflection and feedback through PLCs - develop skills in challenging student and staff thinking through PLC initiative <p>School leaders will:</p> <ul style="list-style-type: none"> - have high expectations of staff - support staff to participate in the PLC initiative

- have research based improvements made across the school

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Principal Class - Provide timetable support to enable PLCs to meet twice a week throughout the year. - Participate in Term planning meetings with staff - Articulate to staff changes in practices to be observed - Ensure strategies included in individual PDP - Participate in PLC initiative - Participate in collegiate visit process	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- Participate in PLC initiative - Ensure student voice is being included in team planning at PLC level - Provide feedback to team members at PLC - Participate in collegiate visits - Develop curriculum planners at a team level that incorporate student voice	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- Ensure student voice is gathered within the classroom. - Support the whole school approach to inquiry investigations. - Include student voice in weekly planning. - Participate in PL on inquiry - Reflect on student feedback to improve teacher effectiveness. - Reading Professional Learning for Teachers	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$6,500.00	\$6,500.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$6,500.00	\$6,500.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<ul style="list-style-type: none"> - Intervention teacher for students in literacy and numeracy - Development of ILP's - Review of ILP's - PL for staff to develop ILP's 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT 	\$6,500.00	\$6,500.00
Totals			\$6,500.00	\$6,500.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Principal Class</p> <ul style="list-style-type: none"> - Provide professional learning opportunities for staff - Redevelop assessment schedule - Coordinate leadership walkthroughs on - Literacy and Numeracy Strategies - Coordinate collegiate visits/learning walks focusing on Literacy across the school - Articulate to staff changes in data/practices to be observed - Ensure strategies included in individual PDP - Participate in PLC initiative - Participate in collegiate visit process 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Leadership:</p> <ul style="list-style-type: none"> - Model and drive the implementation of whole school approaches in classrooms including explicit teaching and questioning - Lead CAT and PLC to develop / embed school wide instructional model for writing/reading / numeracy based on High Impact 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Teaching strategies (HITS) for both - teachers and students.</p> <ul style="list-style-type: none"> - Build capacity of English CAT Team Leader with school visits, learning walks - CAT meetings - Develop Curriculum action plans to be implemented. <p>Learning Specialists/Coaches:</p> <ul style="list-style-type: none"> - Develop staff capacity and model instructional practices through peer observation, reflection, mentoring and feedback - PL staff on school approaches to Literacy and Numeracy - Undertake regular classroom visits to assist staff with instructional models and explicit teaching/questioning strategies - Mentor individual staff - Participate in collegiate visits 						
<ul style="list-style-type: none"> - Ensure learning intentions and success indicators are visible for all lessons. - Ensure students have individual goals in a reading, writing and maths. 	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

- Participate in PLC initiative			<input checked="" type="checkbox"/> Formalised PLC/PLTs			
<ul style="list-style-type: none"> - Refine the use of the whole school instructional models as agreed upon in each lesson incorporating explicit teaching and feedback - Participate in collegiate visits based on HITS. - Embed instructional models for writing / reading/ numeracy . - Moderating and accurately assessing students writing. - Conferencing and documenting with students writing. - Reflect on student feedback to improve teacher effectiveness. - Reading Professional Learning for Teachers 	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist 	<input checked="" type="checkbox"/> On-site
<p>Principal Class</p> <ul style="list-style-type: none"> - Provide professional learning opportunities for staff - Redevelop assessment schedule - Coordinate leadership walkthroughs on Literacy and Numeracy Strategies - Support Leadership team in review of cohort and whole school data for literacy and numeracy. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist 	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> - Articulate to staff changes in data/practices to be observed - Ensure strategies included in individual PDP - Participate in PLC initiative - Participate in collegiate visit process 						
<p>Leadership:</p> <ul style="list-style-type: none"> - Model and drive the review of data at PLCs - Use data to develop focus for CAT goals - Develop Curriculum action plans to be implemented. - Ensure assessment schedule is being implemented across their teams - Ensure team planning sessions in PLC utilises data to inform planning. <p>Learning Specialists/Coaches:</p> <ul style="list-style-type: none"> - Develop staff capacity through peer observation, reflection, mentoring and feedback - Mentor individual staff - Participate in collegiate visits 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> - Ensure data targets are goals set out in PDP - Support students with developing learning goals in writing/reading and numeracy. - Include data in weekly planning. - Participate in PL looking at SPA and Compass analytics. - Reflect on student feedback to improve teacher effectiveness. - Reading Professional Learning for Teachers 	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Principal Class <ul style="list-style-type: none"> - Provide timetable support to enable PLCs to meet twice a week throughout the year. - Participate in Term planning meetings with staff - Articulate to staff changes in practices to be observed - Ensure strategies included in individual PDP - Participate in PLC initiative - Participate in collegiate visit process 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> - Participate in PLC initiative - Ensure student voice is being included in team planning at PLC level 	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> - Provide feedback to team members at PLC - Participate in collegiate visits - Develop curriculum planners at a team level that incorporate student voice 						
<ul style="list-style-type: none"> - Ensure student voice is gathered within the classroom. - Support the whole school approach to inquiry investigations. - Include student voice in weekly planning. - Participate in PL on inquiry - Reflect on student feedback to improve teacher effectiveness. - Reading Professional Learning for Teachers 	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site